



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

SCHOOL OF HUMANITIES & LANGUAGES

ARTS1190

**AUSTRALIA LEGENDS:  
INTODUCING AUSTRALIAN STUDIES**



Max Dupain, Form at Bondi 1939 AGNSW

SEMESTER 2, 2013

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## **COURSE STAFF**

### **Convener :**

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### **Additional Lecturers:**

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## **COURSE DETAILS**

Australian Legends takes key themes in the Australian imaginary and examines their contemporary usages in film, advertising, politics and popular culture. It explores their origins, how they have been deployed and interpreted over time and matches them against historical experience. It examines crucial components of Australian self-understanding in their evolving historical and cultural contexts.

As the Gateway to Australian Studies, Australian Legends will introduce students to multi-disciplinary ways of understanding Australian society and culture. It will marry broad content to methodology by exploring the modes through which various disciplines understand those representations. It will thus introduce students to the benefits of multi/interdisciplinarity and help them understand how these operate. This overt combination of method/theory and sustained content has the advantage of demonstrating clearly how certain threshold principles operate, while working at the same time to retain student interest.

By exploring these key threshold concepts (through course content and assessment tasks), successful students will be prepared with the requisite skills and knowledge required for the successful study of advanced courses in the Australian Studies Minor.  
Units of credit: 6

## **COURSE AIMS**

The aims of this course are

- To introduce students to the Australian Studies Minor in terms of both content and methodology.
- To provide students with a broad-brush knowledge of the origins, development and historical accuracy of a variety of images drawn upon in contemporary public discourse, noting the political implications of their usages over time.
- To thereby provide the basis for more focused courses at second and third years.
- to introduce students to multi-disciplinary ways of understanding Australia, marrying broad content to methodology by exploring the modes through which various disciplines understand those representations.

## **COURSE LEARNING OUTCOMES**

At completion, students who actively participate in and successful complete this course will be able to:

- critically assess various forms of evidence through an understanding of the political and cultural context of its construction and its intended and real audience
- construct an argument in response to a posed question through using multiple forms of evidence to arrive at astute and nuanced generalization, and through assessing various and shifting interpretations of scholars over time.
- be conversant with the historical origins of the field of Australian Studies
- develop their knowledge of the various ways different disciplines approach Australian Studies
- develop their ability to write clearly and fluently and express their ideas orally.

**Graduate attributes** include:

1. critical thinking (developed via documentary analysis, project and tutorial participation);
2. sustaining an argument (project);
3. good writing (project) and
4. being critically informed re Australia (lectures, documentary analysis, project and tutorial participation)

## **LEARNING AND TEACHING RATIONALE AND TEACHING STRATEGIES**

- I believe there is an important link between research and teaching. I think the advantage of being an active researcher is that one can explore a subject more deeply, and can share original research and new insights with students (see *Lectures, Tutorials and Excursions below*)

- I aim to give students a sense of history and cultural development as interlinked processes rather than as a set of discrete themes or events, yet also demonstrate the complex and contested nature of historical interpretations and the importance of taking multiple standpoints (*see Lectures and Tutorials below*)
- I strive to develop generic skills in analysis, critique, writing and oral expression and presentation in students through both theoretical and practical work (*see Tutorials and Course Assessment components below*).
- I want to foster a sense of the connectedness of past and present and between scholarship and the world beyond the academy (*see below, especially Excursions and Major Projects*)

## COURSE SCHEDULE

FOR TUTORIAL READINGS AND DISCUSSION QUESTIONS SEE MOODLE

Weeks	Topic	Date/s	Location	Lecturer	Tutorial content
Week 1	1 and 2 Introductions/What is Australian Studies?	July 30, 31 Aug 1	Biomed A	Assoc. Prof Grace Karskens	No tutorials in week 1
Week 2	3 and 4 The Fatal Shore: Legends and Legacies of the Convicts	Aug 6, 7, 8	Biomed A	Assoc. Prof Grace Karskens	Australian Studies, Australian identity: scope, concepts, directions
Week 3	5 and 6 The Bush Legend	Aug 13, 14, 15	Biomed A	Assoc. Prof Grace Karskens	Fear and fascination: the Convict legacy
Week 4	Australian Legends Art Project Research Week @ AGNSW	Aug 20, 21, 22			
Week 5	7 and 8 Quiet continent, timeless land	Aug 27, 28, 29	Biomed A	Dr Ruth Balint	From Bush workers to Crocodile Dundee: national character or national commodity?
Week 6	9 and 10 The Anzac legend	Sept 3, 4, 5	Biomed A	Prof. Sean Brawley	Outside history
Week 7	11 and 12 Sporting paradise	Sept 10, 11, 12	Biomed A	Prof. Sean Brawley	What's wrong with Anzac?
Week 8	13 and 14 Man's World	Sept 17, 18, 19	Biomed A	Dr Zora Simic	Our Cathy: Cathy Freeman and Australia in the 21 <sup>st</sup> Century
Week 9	15 and 16 Excursion: How legends build a	Sept 24, 25, 26	Biomed A	Assoc. Prof Grace	Excursion: How legends build a city.

	city.			Karskens	
	<b>SESSION BREAK</b>	Sept 30 - Oct 4			
Week 10	17 and 18 The Land of the Fair Go	Oct 8, 9, 10	Biomed A	Dr Zora Simic	Drinking rights: the masculinist context
Week 11	19 and 20 Modernity and modernisms	Oct 15, 16, 17	Biomed A	Assoc. Prof Grace Karskens	Egalitarianism: fair enough?
Week 12	21 and 22 White Australia to Multicultural Nation	Oct 22, 23, 24	Biomed A	Dr Ruth Balint	White Australia and multiculturalism
Week 13	No Lecture in week 13	Oct 30, 31			Legends and laments: reflections

## COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## REFERENCES

### Texts and elearning:

Recommended text: Catriona Elder, *Being Australian: Narratives of Australian Identity*, Sydney, Allen & Unwin, 2007.

Please purchase the ARTS1190 Study Kit, available from UNSW bookshop.

Your Moodle website for ARTS1190 is located at:

<http://moodle.telt.unsw.edu.au/course/view.php?id=3629#>

### **Suggested further references**

Burgmann, V. & Lee, J, *A People's History of Australia Since 1788*, 4 Vols, Vic, 1988.

Carroll, John (ed), *Intruders in the Bush: The Australian Quest for Identity*, Melbourne, Oxford University Press, 1992.

Carter, David, *Dispossession, dreams and diversity: issues in Australian Studies*, Sydney, Pearson and Longman, 2006.

Curran, James and Ward, Stuart, *The Unknown Nation: Australia After Empire*, Melbourne University Press, 2010.

Day, D, *Claiming a Continent: A History of Australia*, Sydney, 1996

Grimshaw, P., Lake, M. et.al, *Creating a Nation*, Melbourne, McPhee Gribble, 1994.

Hudson, Wayne, and Bolton, Geoffrey (eds), *Creating Australia: Changing Australian History*, Sydney, Allen & Unwin, 1997.

Macintyre, Stuart, *A Concise History of Australia*, Melbourne, Cambridge University Press, 2009.

Stokes, G (ed), *The Politics of Identity in Australia*, Sydney, UNSW Press, 1997.

Teo, Hsu Ming and White, Richard (eds), *Cultural History in Australia*, Sydney, UNSW Press, 2003.

White, Richard, *Inventing Australia: Images and Identity 1688-1980*, Sydney, Allen & Unwin, 1981.

Whitlock, Gillian and Carter, David (eds), *Images of Australia: An Introductory Reader in Australian Studies*, St Lucia, Qld, University of Queensland Press, 1999.

### **Journals**

*Australian Historical Studies*

*Journal of Australian Studies*

*Public History Review*

*Aboriginal History*

*Arena* (now *Arena magazine*)

*Australian Book Review*

*Australian Cultural History*,

*Australian Economic History Review*

*Australian Historical Studies* (formerly *Historical Studies*, and earlier *Historical Studies*, *Australia and New Zealand* )

*Australian Journal of Politics and History*

*Australian Literary Studies*

*Gender & History*

*Griffith Review*

*History Australia*

*History Workshop*

*Independent Monthly*

*Island Magazine*

*Journal and Proceedings of the Royal Australian Historical Society*  
*Journal of Australian Studies*  
*Journal of Religious History*  
*Journal of Women's History*  
*Labour History*  
*Southerly*  
*Meanjin*  
*Quadrant*

### Websites

<http://www.sl.nsw.gov.au/using/search/> State Library/Mitchell Library: search here for references, digitised pictures and manuscripts.

<http://www.nla.gov.au/catalogue/pictures/> National Library of Australia: many pictures online and searchable.

<http://trove.nla.gov.au> search online for books and pictures and early Australian newspapers.

More websites are found with weekly tutorial reading lists.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

[info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

### ASSESSMENT

For a mark to be obtained, all the following assessment tasks must be completed:

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Australian Legends Art Project - outline and annotated bibliography	1500 words	25%	Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches.	1,2,3,4	Fri 6 Sept by 4pm
Australian Legends Art Project	2500-3000 words	40%	Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches	1,2,3,4	Fri 25 Oct by 4pm
Artifact project	200-300 words	15%	Research, analytical and writing skills; familiarity with cross-disciplinary/studies approaches	1,2,3,4	48 hours before the relevant tutorial

Tutorial preparation and participation		20%	Time management and self-discipline, preparedness, critical reading and thinking, quality of oral discussion.	1,2,4	Each tutorial
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## 1. Australian Legends Art Project: Outline and annotated bibliography

**Due: Friday 6 September by 4pm**

**Value: 25%**

**Submit: Paper Copy to School of History and Philosophy; E-COPY through Turnitin on Moodle.**

Please see below for a description of the **Australian Legends Art Project**, of which this assignment is the **preliminary stage**.

This first assignment is designed to get you started on your major project early in the session, and to give you timely feedback which you can then incorporate into your final project.

The two parts of your major essay proposal are designed to help you to learn to

- think critically
- research widely and across disciplines
- use evidence to make an argument,
- understand the nature of the historiography and other literature around Australian art
- write clearly and in a professional and scholarly style.

The first three steps towards completing this project are:

**1. choose your painting or work of art from the list provided – an illustrated list will be posted on Moodle in Week 1. There is a limit of 5 to 6 students for each work of art. Familiarise yourself with the project focus questions and areas (see below).**

### 2. compile and annotate a bibliography

An annotated bibliography is a list of

1. **at LEAST seven** (more is better) relevant **secondary scholarly sources** (books, chapters, articles). Make sure you find sources on the wider historic/cultural context of the work as well as on the work of art itself. Each reading should be formatted in school bibliographical style (see *Little Red Booklet*, available in Other Learning Resources and Materials on Moodle). You must actually read the books or articles in order to write an **annotation** – an annotation is one or more paragraphs (about 200 words) briefly explaining the following about the reading:

- the main purpose and scope of the cited work

- its value and importance in its field, that is, for example – what is it arguing? What larger debate or portrayal is it part of?
- How is it relevant to your chosen work? Is its value and importance to your project.

Note: do not include references which, although you may consult them, turn out to be not relevant to your project. Books of essays normally count as one reference.

And 2. Any **primary sources** relevant to your painting you have located – these may include archival sources from the Art Gallery of New South Wales Library, newspaper articles, diaries, letters, and so on.

### **3. write your essay outline.**

An **outline** is a draft introduction and essay plan. It should outline how you will approach and structure the project, what material you have already gathered in response to the research questions (below) and problems you have encountered or foresee, if any. (About 300 words)

## **2. Australian Legends Art Project**

**Due: 25 October by 4pm**

**Word length (excluding synopsis, footnotes and bibliography) 2,500-3,000 words**

**Value: 40%**

**Submit: Paper Copy to School of History and Philosophy; E-COPY through Moodle on Turnitin.**

Students in Australian Legends will research and write a project on an Australian work of art held in the collection of the Art Gallery of New South Wales [AGNSW]. This assignment is designed to allow you to explore important themes in Australian culture and history as expressed in the works of significant Australian artists. You will 'adopt' a painting or other work of art from the list supplied, view it in the AGNSW, research it (see below for what you are expected to cover) and write an original study. This project will be supported by an introduction and tour from curatorial staff at the AGNSW and by access to the wonderful AGNSW library.

Australia has an Aboriginal art history reaching back fifty thousand years and continuing to the present. One of the first things the sojourners and settlers from 1770 also did was to make pictures of the land, its people and their experiences in it. Artists continued to do so over the next 240 years. But what were they all trying to convey about Australia, about art, culture, history and mystique, priorities and predicaments?

Your teaching team and UNSW are very grateful to Josephine Touma, Senior Co-ordinator, Public Programs and Andrew Yip, Co-ordinator of Public Programs, at the Art Gallery of New South Wales for their assistance and support in this project.

The assignment will allow you to develop the learning outcomes listed above, in particular: to think critically, research widely, use evidence to make an argument, to understand the nature of the literature surrounding your painting, to get you to think about the different ways people express themselves and pass their ideas on to others. It will also help you learn to write clearly and in a professional and scholarly style (avoiding in particular slang, chattiness and raving!).

### **Research areas, themes and questions**

While each work of art will have its own specific story and features, your project should address the following general areas and questions:

1. to begin with, please write an brief response to the work when you first see it – that is *before* you have done any research.
2. the artist's background and biography
3. the history of your painting/work of art – for example, when and where was it created? For whom? What happened to it? Was it exhibited? Did it become famous? When?
4. what is the *specific context of the work?* – for example, if the work represents a particular geographic place, find out something about that place – (and if possible visit it!). If it represents an event, person or story, research them.
5. the style and technique the artist used and what tradition it belongs to – was the artist working within an accepted tradition or challenging it? Where does the painting fit in art history? Where does it fit in the artist's career?
6. what is the *wider historical and cultural context of your work of art*, and where does it fit within that context?
7. why did the artist create this piece and what do you think he/she was trying to convey in it? Did that meaning change over time? What do people today see in it?
8. finally look at your painting once more – has your response to it changed from when you saw it first?

If there are other themes and questions you would like to pursue, come and see your lecturer/tutor to discuss them.

### **Presentation:**

Present your project in a professional way.

You can of course include images, maps, your own photographs etc

Double space your work and leave a good sized margin for comments.

Please do NOT put the individual sheets of paper of your project in plastic sleeves.

Make sure you reference your work properly. Use the referencing system in the School's Little Red Book. Unreferenced work will fail automatically.

Include a bibliography and a synopsis.

### **3. Artifact project**

**Value: 15%**

**Due: 48 hours before assigned tutorial**

**Submit: post on your Tutorial's Artifact Posting Board**

**Length: 200-300 words**

In this assignment you must find a digital artifact – for example, an image, object, piece of music, film clip, advertisement) and describe in less than 300 words how it illustrates key themes in your week's readings.

For reasons of copyright, it is best to post a web-link to the artifact. Type your caption immediately below. We have provided instructions and a model caption (the first posting in each tutorial discussion). Make sure you:

1. Identify the artist and/or source of the picture
2. If possible provide a date
3. Link the artifact into the week's tutorial readings
4. Link the artifact into the relevant 'legend'.

#### **4. Tutorial preparation and participation**

**Value: 20%**

Besides research, analysis and writing, this course also gives you experience in speaking, debate and discussion and 20% of your mark is based in your attendance and participation in seminars.

Your tutorial participation mark will be based on the following criteria:

- regular attendance at weekly tutorials
- consistent preparation for class by doing the required *Study Kit* reading
- relevant contributions to classroom discussions
- willingness to suggest answers and insights to tutorial discussion and document questions
- ability to provide historical examples/evidence in support of opinions
- ability to extend the discussion, by adding further information
- respectful attitude towards other people and their views
- ability to encourage discussion, by asking questions of others

#### **Assignment Submission**

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent **through Turnitin on Moodle** by 4pm on the due date

#### **Assignment Collection**

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

## **Assignment Extensions**

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

Please note that the university does not accept pressure of outside work or university work as grounds for an extension.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

## **Late Submission of Assignments**

Assignments submitted after the due or extended date will incur one percentage point penalty for every day late (including weekends) of the maximum mark available for that assignment. Assignments received more than 21 calendar days after the due or extended date will not be allocated a mark.

## **ATTENDANCE**

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The lecturer/tutor will keep attendance records.

## **ACADEMIC HONESTY AND PLAGIARISM**

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

## **OCCUPATIONAL HEALTH AND SAFETY POLICY**

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

[http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

## STUDENT EQUITY AND DIVERSITY

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:

<http://www.studentequity.unsw.edu.au>

## GRIEVANCES

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

## OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>